

State Summer School

.....AND.....

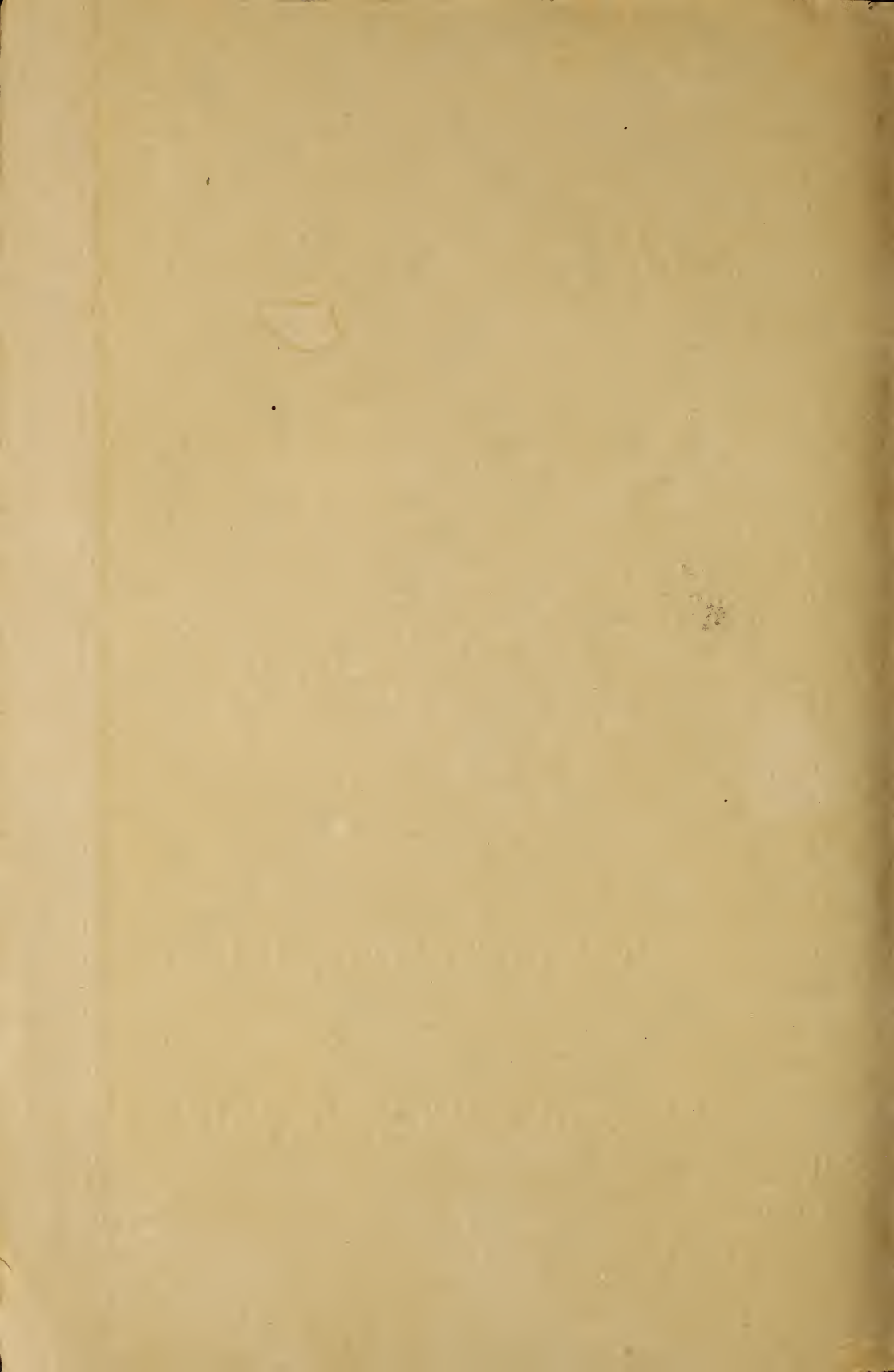
School of Elementary Methods

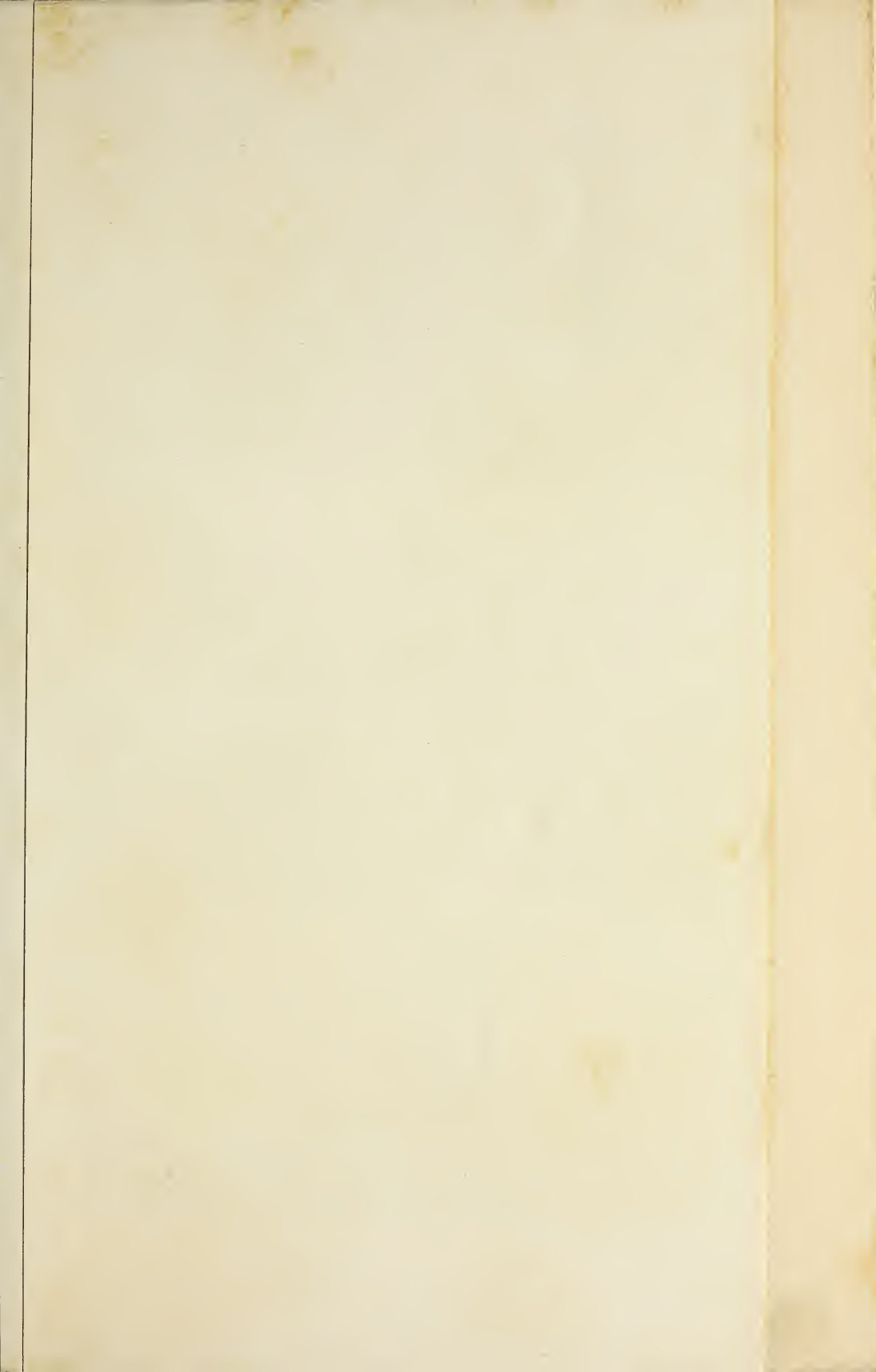


FREDERICKSBURG, VA.



JUNE 24th to JULY 21st, 1914







DORMITORY AND RUSSELL HALL



CORNER IN DINING ROOM



A STUDENT'S ROOM



VIEW OF FREDERICKSBURG FROM THE SCHOOL



STATE SUMMER SCHOOL

AND SCHOOL OF
ELEMENTARY METHODS

FREDERICKSBURG, VA.

SESSION 1914

REGULAR SESSION BEGINS
JUNE 24th AND CLOSES JULY 21st

STATE EXAMINATIONS WILL BE HELD

July 22, 23 and 24

Officers

E. H. RUSSELL,
Director.

A. B. CHANDLER, JR.,
Dean and Registrar.

WM. S. CHESLEY.
Bursar.

ELIZABETH F. CHESLEY,
Secretary.

Faculty

E. H. RUSSELL,

President, State Normal School, Fredericksburg,
Director.

A. B. CHANDLER, JR.,

Head of Depts. Geography and Latin, State Normal School, Fredericksburg,
Dean and Lecturer on Geography.

W. N. HAMLET,

Head of Departments of Science and Mathematics, State Normal School,
Fredericksburg,
Algebra and Arithmetic

K. C. MOORE,

Farm Demonstrator Spotsylvania County.
Teacher of Agriculture, State Normal School, Fredericksburg,
Physical Geography, Agriculture and Nature Study.

W. G. EDMONDSON,

Superintendent of Schools, Loudoun County,
English History and Theory and Practice of Teaching.

F. M. ALEXANDER,

Principal High School, Cape Charles, Va.,
Civics, Physiology and Hygiene.

BLAKE T. NEWTON,

Superintendent of Schools, Westmoreland County,
English Grammar.

NELLIE R. KERLIN,

Public Schools of Newport News,
Reading. Spelling.

GEORGE W. GUY,

Principal High School, Hampton, Va.,
Methods in Civics and History. Methods in Arithmetic. Spelling.

SUSIE C. LECATO,

High School, Accomac, Va.
United States History. Virginia History.

CARY GRAVES,
Physical Education, State Normal School, Fredericksburg,
Songs and Games.

Drawing.

Writing.

SCHOOL OF ELEMENTARY METHODS.

B. Y. TYNER,
Department of Education, State Normal School, Fredericksburg,
Principles of Teaching for Primary and Grammar Grades.

VIRGINIA E. STONE,
Primary Supervisor, State Normal School, Fredericksburg,
Methods in Reading and Literature for Primary Grades.

A. B. CHANDLER, JR.,
Methods in Geography for Grammar Grades.

BLAKE T. NEWTON,
Methods in Literature for Grammar Grades.

NELLIE R. KERLIN,
*Methods in Arithmetic for Primary Grades. Methods in Literature
and Reading for Grammar Grades.*

GEORGE W. GUY,
*Methods in Arithmetic for Grammar Grades. Methods in Civics
and History for Grammar Grades.*

K. C. MOORE,
*Agricultural Nature Study. Elementary Agriculture and School
Gardening for Grammar Grades.*

CARY GRAVES,
Songs and Games.

Manual Training and Drawing.

General Announcement

Please read this booklet carefully.

If further information be desired, write the director.

OBJECT.

The State Summer School at Fredericksburg is conducted for the purpose of enabling the busy teachers of the State to better prepare themselves for service in the schools of the State. Teachers will be benefitted by association and contact with one another, as well as by the definite instruction of the school. Every teacher should be ambitious to extend her sphere of influence and usefulness. Those who do this will inevitably be rewarded by positions of greater permanency and larger salaries.

While it is not an infallible rule, it is generally and usually correctly accepted that the higher the certificate held the greater the efficiency of the teacher; thus it behooves every teacher to strive for the highest grade of certificate.

The number of teachers holding high grade certificates is rapidly increasing. The standard of requirement is getting higher every year and those holding inferior certificates must either improve or be forced out of the profession.

The courses offered at this school are intended for the following teachers:

I. Those who intend to take the State examinations for the first, second or third grade certificates. This course is largely a subject-matter course, and is designed as far as possible in the time allowed to prepare teachers for these examinations and at the same time give them a broader teaching knowledge of the subjects.

II. Those teachers who wish to pursue the work for the summer school professional certificate—primary grades, and summer school professional certificate—grammar grades. The full outline of these courses will appear elsewhere in the announcement. The work for all three summers is offered in 1914.

SCHOOL AND ENVIRONMENTS.

The school occupies about sixty acres on a ridge known as Marye's Heights. It is one of the most elevated points in Tidewater Virginia, and commands a magnificent view of the Rappahannock Valley. A most attractive feature of the school grounds is a beautiful grove of about seven acres. This grove contains many va-

rieties of our native trees and offers a delightful park for the students.

The topography of the campus is sufficiently rolling to render it in every way attractive. In the center of the grounds is a spring of pure water that enjoys quite an enviable local reputation.

The elevation of the school is such as to give at all times pure air.

The city of Fredericksburg is only one-half mile from the school. The students will have ample opportunity for church attendance, shopping and sight-seeing in the city.

The buildings are large, convenient and handsome, being of classic types of architecture. Every student's room is well lighted and ventilated. The dining room is large and splendidly lighted. The kitchen is supplied with every convenience and modern sanitary requirement. The stairways are constructed of fireproof material. Every student's room is furnished in mission style and contains stationary washstand with hot and cold water, dresser, center table, single beds, rugs, electric lights and two large inlet wardrobes. Altogether, the buildings are among the best constructed, most sanitary and convenient anywhere in the South.

THE CITY OF FREDERICKSBURG.

This beautiful little city is one of the oldest and most historic in America. It was founded in 1727, and named for Frederick, Prince of Wales, father of George II. The town is situated on the Rappahannock river, one hundred and twenty-five miles from Chesapeake bay, and a pleasant ride from the capital of the United States and the capital of Virginia. It has the advantage of two railroads—the Richmond, Fredericksburg & Potomac and the Potomac, Fredericksburg & Piedmont—and also has a line of excellent steamboats. This old-fashioned, characteristic Virginia city teems with objects of interest—historic and otherwise. Here are found the home of Mary, the mother of Washington; Kenmore, the beautiful home of Colonel Fielding Lewis, who married a sister of Washington; the old Rising Sun Tavern, the resort of many of the notables of General Washington's day; the old house to which James Monroe held a pocket deed to qualify him for a seat in the House of Burgesses, and numerous other places associated with Revolutionary days. No place in America is more closely identified with the history of the war between the States than Fredericksburg and the country adjacent. Here within a radius of fifteen miles was spilled, perhaps, more blood during this war than upon any equal area at any time on the face of the globe. Any lover of history must be delighted with a visit to Fredericksburg. The scenery in and around the city is beautiful, the climate unsurpassed, the water supply pure and abundant, and the health record is equal to that of any city in Virginia.

THE FACULTY.

The members of the faculty are all experienced teachers and are in touch with the educational work and needs in the State. Each has been selected because of his special fitness for the subject he is to teach.

The faculty will not only meet the students in the class rooms according to schedule, but will also take pleasure in rendering such assistance to students outside of the class room as their needs may require and the faculty's time may permit. It is their desire to be of most assistance to the student body in helping them to win success at this school.

EXPENSES.

TuitionFree
Board for the Regular Session\$16.00

Board includes table board, furnished room in the Dormitory, bed linen, laundry, electric lights, use of bath room, with hot and cold water. Teachers will be expected to keep their own rooms in order. Board for regular session begins with supper June 22nd and ends with supper July 21st.

The expenses are as low as it is possible to make them. No reduction will be allowed for absence of less than a week, except on account of illness. This rule will apply for those entering late as well as those leaving during the session. Those attending for less than the full term will be charged at the rate of \$5.00 per week. Teachers remaining after the close of the regular session will be charged board at the rate of 50 cents per day. There will be no reduction for absence for part of a day. Teachers entertaining visitors for meals will be expected to purchase meal tickets. These tickets will cost 25 cents apiece or five for \$1.00. The laundry will be in operation the second, third and fourth weeks of the school, and teachers will be allowed a reasonable number of pieces. Board must be paid upon entrance. Students will furnish their own napkins, towels and soap.

DORMITORY REGULATIONS.

All teachers rooming in the Dormitory are expected to be in their rooms when the lights are put out, and to respect the privileges of one another to the extent of keeping the Dormitory as quiet as possible. They are also expected to conform to all other regulations made in the interest of the teachers and the school. These regulations will be announced at the opening of the session and at intervals during the session when necessary. After assignment to rooms teachers will not change their rooms without permission of the person in charge of the Dormitory.

Students are expected to use the furniture and equipment without abuse and pay for any unnecessary damage. There is a telephone in the Dormitory for the use of the students. This will be free for local calls, but students must pay for all long-distance calls.

FINANCIAL ASSISTANCE.

There will be an opportunity for a limited number of students to materially lessen their expenses by dining hall service.

The duties are similar to those performed by a number of students in the State Normal School at Fredericksburg. These duties can be performed without serious interference with the student's school work. As these positions are in considerable demand, those students who desire such aid should make early application.

RAILROAD AND BOAT CONNECTIONS.

There are about fourteen trains arriving in Fredericksburg over the Richmond, Fredericksburg & Potoamc Railroad from Richmond and a like number from Washington every day. These trains make connection at Richmond and Washington for all points and at Alexandria for all points on the Southern Railroad; at Doswell for all points on the Chesapeake & Ohio Railroad. The Potomac, Fredericksburg & Piedmont has one train a day to and from Orange Court House, where connection is made with the Southern and C. & O.

The Maryland, Delaware & Virginia Railway Company has a comfortable line of steamers running between Fredericksburg and Baltimore. The steamers leave Fredericksburg for Baltimore Sunday, Tuesday and Thursday at 2 P. M., and arrive from Baltimore every Monday, Wednesday and Friday. These steamers touch at all points on the Rappahannock river.

WHEN YOU ARRIVE.

When you arrive at the depot or wharf, take a carriage to the Normal School. On arrival at the school, give your trunk check to Mr. G. M. Harrison, who will have your trunk taken promptly to the school or your boarding place in the city. Teachers will pay their own livery service—the charge for which is moderate. Every trunk should be plainly marked with the student's name. This is important.

IMPORTANT NOTES.

Only a limited number can be accommodated in the Dormitory. Those wishing to live in the Dormitory are advised to make application for a room as soon as possible. Under no circumstances will rooms be reserved later than 2 P. M., June 24.

Teachers who have been exposed to typhoid fever, measles, or other contagious diseases are asked not to attend the school until all danger of contracting the disease is passed.

Teachers who are exhausted physically or nervously are advised not to attend this or any other summer school, but spend the summer resting.

LIBRARY.

The regular library of the State Normal School will be placed at the use of the Summer School. This is a good working library containing reference books and books bearing specially upon the subjects taught in the various courses offered, also books of fiction and current newspapers and magazines.

The Library will be open from 4 P. M. to 6 P. M. and 8 P. M. to 10:45 P. M., every day, except Sunday.

Course of Study

The Courses of study offered at this Summer School are (a) those subjects required for first and lower grade certificates and (b) those subjects required for the Summer School Professional Certificate—Primary Grade and the Summer School Professional Certificate—Grammar Grade.

STATE COURSE TO BE TAKEN.

It is absolutely essential that you indicate to us at least two weeks before your arrival what course you wish to take, in order that we may make suitable arrangements for you to be supplied with text books by the time the school opens. See last page of this booklet.

DAYS IN ATTENDANCE.

The director of this school has no authority to alter the condition of 20 days attendance imposed by the State Board of Education in its printed literature in regard to Certification of Teachers. Any teacher attending less than 20 days does so at her peril, and cannot expect the privileges accorded those who do attend 20 days.

COURSES LEADING TO FIRST AND LOWER GRADE CERTIFICATES.

The following are the courses for First, Second and Third Grade certificates, respectively:

FOR FIRST GRADE	FOR SECOND GRADE	FOR THIRD GRADE
1. Spelling	Spelling	Spelling
2. Reading	Reading	Reading
3. Writing	Writing	Writing
4. Arithmetic	Arithmetic	Arithmetic
5. Grammar	Grammar	Geography
6. Geography	Geography	U. S. History
7. U. S. History	U. S. History	Virginia History
8. Virginia History	Virginia History	Civics
9. Civics	Civics	Hygiene
10. Drawing	Drawing	
11. Hygiene	Hygiene	
12. Theory and Practice	Theory and Practice	
13. { Agriculture or Physical Geography		
14. { Ancient History or English History		
15. Algebra		

All of these subjects will be offered at this school this summer except Ancient History. Ancient History is not offered because those teachers who are applying for First grade certificates can take and usually do take English History instead.

The course in each of the subjects required for First, Second and Third grade certificates is planned to cover the facts in those subjects in such a way as to make it altogether possible for any diligent and intelligent student to successfully stand the State examinations. While particular stress is laid upon this phase of the work, still as much of method as is possible to weave into the work will be given.

The following outline of each of the subjects offered in these courses will serve to indicate the scope and character of the work. It is believed that a complete mastery of the subjects as indicated in these outlines will mean a passport to success in the examinations. In fact the State examinations will be confined to the topics embraced in these outlines.

SPELLING

The examination on spelling will be confined to the words, methods and devices contained in Sheppe's Word Studies, Advanced.

READING

I. Kind of Reading

1. Silent
 - (a) Purpose
 - (b) Advantages
 - (c) Methods for testing
2. Oral, including Sight Reading and Dramatic Reading
 - (a) Purpose of each
 - (b) Material most suitable

II. Expression in Reading depends upon—

1. Understanding the meaning
 - (a) Explanation from teacher
 - (b) Dictionary
 - (c) Dictionary, encyclopaedia, etc.
2. Seeing the pictures
3. Feeling the emotions
4. Having a desire to read
 - (a) Necessity for interesting assignments
 - (b) Necessity for tactful criticism

III. Primary Reading

1. Phonics
 - (a) Purpose
 - (b) Advantages
2. Sentence Method
 - (a) Purpose
 - (b) Advantages and disadvantages
3. Word Method
 - (a) Purpose
 - (b) Advantages and disadvantages
4. Material to be used
 - (a) Mother Goose Rhymes, simple poems
 - (b) Fairy Stories, myths
 - (c) Stories of Child Life

IV. Intermediate and Grammar Grade Reading

1. Growing use of dictionary
2. Necessity for correct standing position
3. Corrections of careless speech habits
 - (a) Drills in articulation
 - (b) Drills on such words as pen, pin, sense, since, air, ear, etc.
4. Material to be used
 - (a) Prose extracts from standard literature
 - (b) Historical and biographical stories
 - (c) Stories from good magazines
 - (d) Short stories from masters

V. Dramatization

1. Purpose
2. Material
 - (a) Adaptation of conversational passages in reading lesson
 - (b) Plays for children
3. Frequency
 - (a) In Primary Grades
 - (b) In Upper Grades

VI. Criticism

1. By teacher
 - (a) Purpose
 - (b) Manner
2. By pupils
 - (a) Purpose
 - (b) Frequency
3. Examples of criticisms to use
4. Examples of criticisms to avoid

VII. Outside Reading

1. Use of the library
2. Direction by teacher
3. Use in oral reading class

ARITHMETIC

1. Notation and numeration
2. Addition
3. Subtraction
4. Multiplication
5. Division
6. Factoring, cancellation
7. U. S. Money
8. Fractions
 - (a) Decimal
 - (b) Common
9. Ratio; instead of proportion there should be drill in arithmetical analysis, with problems to be solved verbally
10. Compound numbers (only simple operations of reduction)
11. Practical measurements
12. Percentage
13. Interest
14. Simple business forms, such as bills, receipts, notes, checks
15. Involution to third power. Evolution (square root only)
16. Mensuration

If the following suggestions are kept in mind, there should be little difficulty in mastering all the arithmetic necessary:

- (a) Use small numbers.
- (b) Drill constantly until accuracy and rapidity are obtained in addition, subtraction, multiplication and division.
- (c) Make large use of mental problems, using small numbers, before attempting to work the problems in the book.
- (d) A careful drill in arithmetical analysis is essential to arithmetical reasoning and a correct comprehension of the relation of numbers.
- (e) Use less written work and more mental work.

GRAMMAR

I. Sentence

- (a) Analysis into elements
- (b) Classification of sentences
 - (1) As to structure
 - (2) As to use

II. Parts of Speech

1. Noun

- (a) Classification
- (b) Modification
 - (1) Person
 - (2) Number
 - (3) Gender
 - (4) Case—special drills on plural and possessive forms
- (c) Construction—emphasize case and reason
 - (1) Predicate nominative

- (2) Appositive
 - (3) Nominative of address
 - (4) Nominative of exclamation
 - (5) Nominative absolute
 - (6) Indirect object
 - (7) Adverbial objective
 - (8) Subject objective
 - (9) Objective predicate
- 2. Pronoun
 - (a) Classification
 - (b) Modification
 - (c) Construction
- 3. Adjective
 - (a) Classification
 - (b) Comparison
 - (c) Construction
 - (1) Attributive
 - (2) Appositive
 - (3) Predicate
- 4. Verb
 - (a) Classification
 - (b) Modification (or properties)
 - (1) Voice
 - (2) Mode
 - (3) Tense
 - (4) Person
 - (5) Number
 - (6) Conjugation—special study of the emphatic, progressive, future, perfect, potential, conditional, obligative and passive verb phrases; of sit and set, lie and lay, rise and raise, and similar verbs; of the past tense and the perfect participle of irregular verbs
- 5. Adverbs
 - (a) Classification
 - (b) Use
- 6. Preposition
- 7. Conjunction
 - (a) Classification
 - (1) As to use
 - (2) As to meaning

III. Analysis of sentences, with careful drill on the syntax of the parts of speech, the phrases and clauses. Pay particular attention to the construction of nouns, pronouns, adjectives, phrases and clauses.

IV. Discussion of Methods

- (a) Development of definitions
- (b) Drill work of forms and construction of parts of speech
- (c) Development of lesson plans
- (d) Correction of mistakes

V. Composition

- (a) Definition
- (b) The paragraph
- (c) Narration
- (d) Description
- (e) Argumentation

Study punctuation, letter-writing, grammatical errors, unity, paragraphing, and capitals carefully.

GEOGRAPHY

1. The Earth
 - (a) Form, size, motion
 - (b) Forms of land and water
 - (c) Climate
 - (1) Longitude and latitude
 - (2) Change of seasons
 - (3) Zones
 - (4) Winds and rainfall
 - (5) Ocean currents
 - (d) Races of men, religions, governments
 - (e) Zones of plant life, where plants grow
 - (f) Zones of animal life, where animals live
 - (g) Minerals
 - (h) Commerce
2. The United States
 - (a) People
 - (b) Surface
 - (c) Climate
 - (d) Products
 - (e) New England States
 - (f) Middle Atlantic States
 - (g) Southern States
 - (h) Central States
 - (i) Western States
 - (j) Detached parts
3. Other countries of North America
4. Other continents as per following outline:

A Type Form for the Study of a Continent

1. Position—where located
2. Boundaries—oceans, etc.
3. Draw outline map and study:
 - (1) General form and extent
 - (2) Coast
 - (a) Projections
 - (1) Peninsulas
 - (2) Capes
 - (b) Indentations
 - (1) Seas
 - (2) Gulfs
 - (3) Bays
 - (c) Connectives
 - (1) Isthmuses
 - (2) Channels
 - (3) Straits
 - (3) "Off the Coast" Islands
 - (4) Relief
 - (a) Elevations
 - (1) Mountains
 - (2) Peaks
 - (3) Plateaus
 - (b) Depressions
 - (1) Sloping plains
 - (2) Great river valleys

- (5) Drainage
 - (a) Lakes
 - (b) Rivers
- 4. Climate
 - (1) Influences of latitude, winds, mountains
 - (2) Influence of elevation
 - (3) Influences of ocean currents
- 5. Soil
- 6. Productions
 - (1) Agriculture
 - (2) Mineral
 - (3) Manufactures
- 7. Natural advantages
- 8. Animals
- 9. Population
 - (a) Races
 - (b) Occupations
- 10. Political divisions
- 11. Cities
- 12. History

The same general outline can be used in the study of single states or groups of states.

UNITED STATES HISTORY

I. Colonial History

- 1. Conditions in Europe in the fifteenth century
- 2. Discoveries, explorations, and settlements: Spanish, English, French, and Dutch
- 3. Early history of Virginia and Massachusetts
- 4. United colonies of New England
- 5. Middle colonies; Southern colonies
- 6. French and Indian wars
- 7. Social and economic conditions

II. Formation of the Union

- 1. Causes of the Revolution
- 2. Leading events of the Revolution
- 3. Articles of Confederation
- 4. Making of the Constitution and its historical significance
- 5. Administrations of Washington and Adams
- 6. Conditions in 1800—Formation of political parties

III. 1800-1865—The Growth of Nationalism

- 1. Foreign complications, War of 1812
- 2. Era of good feeling, the Monroe Doctrine
- 3. The bank, tariff, internal improvements, nullification
- 4. Expansion—The Mexican War
- 5. The struggle over slavery, its extension, compromises
- 6. Causes and results of the War between the States

IV. 1865-1913—The New Republic

- 1. Reconstruction
- 2. Domestic affairs, internal improvement, economic growth
- 3. The tariff, money, trusts, immigration, etc.
- 4. Political parties and their platforms
- 5. A world power, war with Spain, influence in diplomacy
- 6. Territorial developments
- 7. Inventions, art, literature, science
- 8. Recent important events

VIRGINIA HISTORY

I. The Early Colonial Period (1607-1677)

1. The period of experiment
2. Obtaining a permanent foothold
3. Virginia as a royal province
4. Virginia under the Commonwealth
5. Berkley's return to power
6. Causes, events, and effects of Bacon's Rebellion
7. Social and economic conditions of this period
8. Development of the spirit of independence

II. Later Colonial Period (1677-1760)

1. Effects of English Revolution of 1688
2. William and Mary College
3. Alexander Spotswood
4. Virginia's part in the French and Indian War
5. Social and economic conditions of this period
6. Union of interest and self-defense among the colonies

III. Period of the Revolution (1760-1782)

1. Effects in Virginia of tyrannical acts of George III of England
2. Governors Botetourt and Dunmore
3. Patrick Henry, George Mason, and Thomas Jefferson
4. The Virginia resolves
5. Virginia's part in the War of the Revolution
6. Location of battles on Virginia's soil

IV. Virginia's Part in the Building of the Nation

1. Washington, Jefferson, Marshall, Monroe
2. Social and economic conditions (1790-1860)
3. Development of sectional spirit and its causes

V. Period of the War Between the States (1860-1866)

1. Virginia's attitude toward slavery and secession
2. Virginia's part in the War between the States
3. Changes wrought in Virginia by the War
4. What the Civil War cost Virginia

VI. Virginia Since the War Between the States (1866-1912)

1. Period of reconstruction
2. Significant political events
3. Progress along educational lines
4. Roads and transportation
5. Manufactures
6. Agriculture
7. Social and economic questions of present interest

CIVIL GOVERNMENT

I. Government in General

1. Community life and conflict of desires
2. The nature of government
3. Governmental functions of protecting life, health, property and liberty
4. Public education

II. Local Government

- (a) County Government
 - (1) County officers and their duties
 - (2) County schools and roads
 - (3) Nature, purpose, and kinds of taxation
- (b) Town and city government
 - (1) Charters and law-making bodies
 - (2) Problems peculiar to the city

III. State Government

- 1. Our constitution and its history
- 2. The governor and other state officers, their election, duties and powers
- 3. The legislature, its composition and method of procedure
- 4. State courts and the corporation commission
- 5. Education, taxation, and suffrage

IV. National Government

- 1. Constitution and functions of national government
- 2. The president and his cabinet
- 3. Congressional legislation and national revenue
- 4. How national laws are put into operation, explained, and applied
- 5. Government and political parties

PHYSIOLOGY AND HYGIENE

The state examinations for 1914 will be based on Ritchie's Human Physiology. The Primer of Sanitation by the same author, and Hoag's Health Index of Children are recommended as supplementary texts.

Emphasis will be on the practical rather than on the technical side. For instance it will be better for the applicant to know how to ventilate a school room rather than to be able to name all of the bones of the body. The following are particularly important topics:

- 1. The plan of the human body
- 2. The ruler of the body
- 3. Foods and energy
- 4. Dietetics
- 5. Digestive organs
- 6. Organs of respiration and their diseases
- 7. Organs of circulation and their diseases
- 8. Ventilation, sanitation, and personal hygiene
- 9. The nervous system
- 10. Disease germs
- 11. The special senses
- 12. First aid to the injured

DRAWING

I. Nature Drawing

- (a) Mass drawing with pencil or with brush and ink of our common trees, such as maple, oak, elm, pine, hickory, and locust in full leafage
- (b) Accented pencil outline drawings of familiar fruits and vegetables, such as the apple, pear, banana, lemon, turnip, and pepper
- (c) Drawings in pencil outline and pencil or ink mass of grasses, hedges, grains, and weeds, selecting those having pleasing seed heads

II. Object Drawing

- (a) Accented outline drawings of objects in different positions
- Select those based on the
 - (1) Hemisphere
 - (2) Cylinder
 - (3) Cone
 - (4) Square or rectangular plinth
 - (5) Common objects seen about our homes and farms

III. Design

- (a) Straight line designs in squares and rectangles
- (b) Arrangements around a center with units based on leaf or flower forms
- (c) Design a four or six sided tray that might be worked out in card-board

IV. Reasons Why Drawing Should be Taught in Our Schools**V. Sources of Information**

The Text Books in Art Education by the Prang Educational Company, Augsburg Manuals, Webb and Ware Drawing Books

THEORY AND PRACTICE TEACHING**OUTLINE**

(Based on What Children Study and Why, by Gilbert—published by Silver, Burdett & Co., New York.)

READING

1. The advantage of being able to read
2. Aims of the reading lesson
3. The thought element in reading. Literary taste
4. The elements of oral reading
5. The methods of teaching reading—alphabetical, phonic, word, sentence
6. Reading aloud

LANGUAGE

1. Language and grammar differentiated
2. Justification of language lesson—social value, letter writing, thinking, literature, good language habit
3. Objects of instruction in language
4. Sources of material for teaching language
5. Correlations

GRAMMAR

1. The laws of speech
2. Functions of grammar—a training in logic and appreciation of literature
3. Definitions. Use of the diagram
4. Teaching inductive
5. Method in teaching grammar—the sentence, subject and predicate, parts of speech, relations

ARITHMETIC

1. Utilitarian end and practical need
2. Cultural value, enrichment of content

3. Ends to be secured
4. Time element, drill
5. Inductive approach
6. Problems for cultural value

HISTORY

1. How history came to be taught in the schools
2. Aims of teaching history
3. Place of chronology, or biography
4. Psychological order or development epoch theory
5. History in the various grades

GEOGRAPHY

1. Geography concepts of the child
2. Important concepts—influence of environment-pictures
3. Detailed study of types
4. Elimination and selection
5. The laboratory method
6. Establishing apperceiving centers

NATURE STUDY

1. The aim of nature study
2. Early blunders
3. Field excursions
4. Study functions
5. Relation of man to nature
6. Correlations

PHYSIOLOGY

1. Analysis of the subject
2. Errors in treatment. Two points of view
3. What to study
4. Correlations of hygiene
5. Sex hygiene

WRITING

1. First writing large

MOTOR ACTIVITIES IN EXPRESSION

1. Why teach arts of expression?
2. Why motor activities? Forms of motor activities
3. Reform needed

INDUSTRIAL TRAINING

1. Industrial training also cultural
2. Proper place of industrial training
3. The full time schools—the part time school

THE FINE ARTS

1. Function of the fine arts
2. Appeal to aesthetic nature
3. Plastic and graphic arts
4. The development of taste

CORRELATION OF STUDIES

1. Knowledge of relation
2. The practical aspect

EFFICIENCY OF THE COURSE OF STUDY

1. A source of waste
2. Waste in geography, grammar, and arithmetic

MORAL TRAINING

1. Distinction between morals and morality
2. How to inculcate principles—knowledge and environment
3. The function of the school—the teacher, school work, discipline
4. The school virtues
5. Possibilities of the school

ALGEBRA

- I.
 1. Addition
 2. Subtraction
 3. Multiplication
 4. Division
 5. Parentheses
 6. Factoring
- II.
 1. Highest common factor
 2. Lowest common multiple
 3. Fractions
 4. Simple equations
- III.
 1. Simultaneous equations
 2. Involution
 3. Evolution
 4. Theory of exponents
 5. Radicals
- IV.
 1. Problems
 2. Reviews

PHYSICAL GEOGRAPHY

- I.
 1. The earth as a planet; its shape
 2. The land
 3. The inside of the earth
 4. Volcanoes; earthquakes
 5. The outside of the earth
 6. Relief forms of the land
 7. Islands
 8. Glaciers and glacial period
- II.
 1. Rivers and river valleys
 2. Lakes and swamps
 3. Drainage systems
 4. The ocean
 5. Ocean currents; tides
 6. Deserts and fertile lands
- III.
 1. The atmosphere
 2. Winds and storms
 3. Weather and climate
 4. Moisture of the atmosphere
 5. Electrical phenomena
 6. Location of cities
- IV.
 1. Physiography of the United States
 2. Rivers of the United States

3. Distribution of plants
4. Distribution of animals
5. Man and nature

AGRICULTURE

I. The Plant

1. Parts of the flower
2. Pollination
3. Seed germination
4. Water for plants
5. Food for plants
6. Propagation
7. Improvement

II. Soil

1. Soil formation
2. Kinds
3. Crops and moisture
4. Soil and moisture
5. Preparation and cultivation of soil
6. Soil drainage
7. Soil impoverishment

III. Fertilizers

1. Discussion of fertilizers
2. The several sorts, their respective values
3. The soils and crops which each suits
4. Lime

IV. Crops

1. Rotation
2. Corn
3. Corn clubs in Virginia
4. Selecting seed-corn
5. Other cereals
6. Cotton
7. Sweet potatoes
8. Peanuts and melons
9. Tobacco
10. Legumes
11. Inoculation
12. Weeds
13. The garden
14. Growing flowers
15. School garden

V. Trees

1. Forest trees
2. Fruit trees
3. Fruit raising in Virginia

VI. Truck and Berries

VII. Plant Diseases

1. Causes of plant diseases
2. Fruit diseases
3. Diseases of wheat and oats
4. Diseases of Irish and sweet potatoes
5. Diseases of cotton
6. Germs in the soil

VIII. Insects

1. What they are
2. How they grow, feed and become farmer's enemies
3. Insects and health
4. The honey bee

IX. Live Stock

1. Principles of animal feeding
2. Improvement of livestock
3. Brief discussion of horses, beef cattle, dairy cattle (full treatment), sheep, swine, poultry (full treatment)
4. Milk and its products

X. Roads

1. Full discussion of value of good roads
2. How made
3. Recent progress in Virginia
4. Farm implements and machinery
5. Review

ENGLISH HISTORY**I. The Middle Ages**

1. Anglo-Saxon Conquest
 - (a) Christianity
 - (b) Danish Invasion
 - (c) Alfred
2. Norman Conquest
 - (a) Feudalism
 - (b) Dual nationality
3. The Plantagenets
 - (a) The struggle against despotism
 - (b) The English Nation
 - (c) Hundred Years' War
 - (d) Peasant revolt
4. Lancaster and York
 - (a) Foreign conquest
 - (b) Civil strife
 - (c) Rise of the middle class

II. Period of Transition

1. The Tudors
 - (a) The new learning
 - (b) The Reformation
 - (c) National development
2. The Stuarts
 - (a) King versus Parliament
 - (b) Civil War
 - (c) The Commonwealth
 - (d) Restoration
 - (e) Revolution of 1688

III. Constitutional Monarchy

1. Parliamentary England
 - (a) Whig supremacy
 - (b) Foreign policy
 - (c) Growth of colonies
2. George III, George IV
 - (a) Tory supremacy

- (b) The American Revolution
- (c) The French Revolution
- (d) Industrial development

IV. Democratic Monarchy

1. Queen Victoria
 - (a) Reforms
 - (b) Crimean War
 - (c) Indian Mutiny
 - (d) Gladstone, Disraeli
2. Contemporary England
 - (a) Social and economic problems
 - (b) The House of Lords
 - (c) England in the East

GENERAL HISTORY

The examination in General History will be based upon Myer's General History.

School of Elementary Methods

Summer School Professional Certificate—Primary Grades.

Summer School Professional Certificate—Grammar Grades.

These certificates were formerly called Professional Elementary Certificates—Primary and Grammar Grades. As was expected these certificates have proved popular, inasmuch as they enable those teachers who already hold either high school certificates, or first grade certificates, to secure by attendance at such summer normal schools as provide for the work, a Professional Certificate, good practically for life. The subjects embraced in these two Professional Certificates are such as the teachers have to teach in the Primary and Grammar Grades.

The only prerequisite in beginning work on either of these certificates is the previous possession of a high school or first grade certificate, with six months experience in the former and one year's experience in the latter case. By attendance at this summer school for three summers within a period of five years, and accomplishing the work prescribed, such teachers as are eligible to begin the work on these certificates will be awarded the certificates for which they have worked. This summer school will give this summer all of the work leading to these certificates. The work leading to these certificates is outlined in detail as follows:

COURSE FOR THE SUMMER SCHOOL PROFESSIONAL CERTIFICATE—PRIMARY GRADES.

FIRST SUMMER TERM.

Principles of Teaching.....	20	periods
Methods in Reading.....	20	"

Methods in Language.....	20	"
Methods in Arithmetic.....	20	"
†Music and Games.....	20	"

SECOND SUMMER TERM.

Principles of Teaching.....	20	periods
Methods in Reading.....	20	"
Methods in Language.....	20	"
Methods in Arithmetic.....	20	"
Agricultural Nature Study.....	20	"
†Songs and Games.....	20	"

THIRD SUMMER TERM.

Methods in Reading.....	20	periods
Physical Nature Study and Geography.....	20	"
Drawing	20	"
Teaching Children How to Study.....	20	"
Practice Teaching	20	"

†The Songs and Games period will be largely recreative. In connection with the first term a small amount of reading and preparation will be required, but in the second term out-of-class work will be optional.

PRINCIPLES OF TEACHING.

Twenty periods each term for the first two summers.

This course attempts to present in a practical way the elementary principles underlying the teaching process. The following are some of the topics which will be studied and discussed during the two terms: The physical nature of the child, instinct and capacities, habit formation, interest and attention, apperception, the reasoning process, motor and moral training, the inductive and the deductive lesson, correlation. Each of these topics will be treated with special reference to its importance in both the learning and the teaching process.

Emphasis is placed on the results of observation of class teaching. The teaching experience brought to the class furnishes practical opportunity for discussion and test of theories presented.

METHODS IN READING.

Twenty periods each term for three summers.

The course in reading will give teachers the fundamental principles underlying the teaching of reading. The principal methods of teaching reading are illustrated and discussed, that the best from each method may be recognized and used.

Conversation lessons as an aid in reading; child interests upon which blackboard reading lessons are based, illustration lessons in

primary reading, action sentences, phonics, how to present lessons in the primer and first reader are among the topics discussed in the first term's work.

Teachers taking the first term's work are asked to bring with them a copy of Haliburton's "Phonics in Reading" and copies of the primer and first reader used in their school work.

Emphasis will be placed on thought as the vitalizing element in learning to read and upon the value of silent reading—thought getting—as a means to good oral reading.

The work of the second and third terms will be a continuation of the work outlined above, supplemented by practical application of the principles previously studied. The work will be planned to meet the needs of the teachers and a special point will be made of the teachers' own preparation. Other topics are: Reading in the second, third and fourth years of school life, with special work on the reading of poetry and other real literature, importance of distinguishing between oral and silent reading, the introduction of spelling, the use of stories and pictures in reading, dramatization as a means of improving reading, supplementary reading, how to correct the common mistakes of teachers and the common mistakes of children.

"Reading in the Public Schools," Briggs & Coffman, or "Special Method in Reading," Charles McMurry, will prove helpful books for teachers to have.

METHODS IN LANGUAGE.

Twenty periods each term for the first two summers.

This course deals mainly with language expression, but it also deals with language appreciation. It aims to aid teachers to train children not only to use good English but to appreciate good literature.

During the first term emphasis is placed upon the necessity for oral language rather than written language in primary grades. Some of the principal topics are: The use of systematic conversation lessons based on children's interests; reproduction of fables and stories; games to correct common mistakes of children; the memorizing of nursery rhymes and poems; picture study; dramatization; the beginning of written work, forms in written work and the teaching of capitalization and punctuation.

During the second term the work of the first term will be extended and in addition such topics as the following will be given: Elementary treatment of letter writing, beginning with the simplest form, class production in written work, the beginning of original sentence building with children, how to teach simple punctuation and capitalization, simplest grammatical relations, spelling, contractions and abbreviations.

Types of written work which should be expected from pupils in the first four grades will be studied. Lists of poems and stories for each grade will be presented with suggestions as to the teaching.

If a language book is used in the fourth grade in the school from which a teacher in this class comes, it will prove helpful to her to bring a copy of the text with her.

METHODS IN ARITHMETIC.

Twenty periods each term for the first two summers.

This course will give especial attention to helping teachers make primary arithmetic vital. The main topics will be: Enumeration of children's interests and needs in number; plans as to how these needs and interests may be used for gaining organized experiences in arithmetic, and for drills to master facts and processes; the order of facts and processes will be taught before a text-book is put into the hands of the children; and how arithmetic may be correlated with and enriched by other subjects, especially garden work, and language based upon home life and environmental activities.

The above broadly outlines the first term's work. Definite problems or topics will be given in connection with the work for the teachers to try in their school rooms and report upon the next year as to successes and difficulties.

The second term's work will take up discussion of these reports and receive additional suggestions that have come to the teachers through putting into practice the first term's work. The new feature will be: How to use the text-book and how to supplement it with problems that are based upon and interpret rural life.

MUSIC AND GAMES.

Twenty periods each term for the first two summers.

The first term includes rote singing as a basis for musical training for primary children and will be treated under the following heads: Aims, general and specific; method of presentation; selection and grading of songs; list of songs and sources of material; classification of song material correlating with general subjects of the curriculum; kinds of rote songs, as art songs and songs as a basis for future technical work in music.

Help in the use of the pitch pipe and how to deal with monotonies will receive special attention.

Simple singing games and folk dances will be presented as a means of cultivating the rhythmic sense and securing freedom of expression and social control in the free play-period of school-room and playground. Programs of games for special festival and holiday celebrations will be given. The playing of games upon the lawn in the evening will be a special feature of the course.

The second term of this course will include Songs and Games conducted as recreative exercises. Outdoor playing and singing will be the chief feature.

AGRICULTURAL NATURE STUDY.

Twenty periods the second summer.

This course centers around the making of a school garden, beautifying the school grounds and growing window plants. It includes a study of the life history of the common garden insects, beneficial and injurious, through observation connected with actual garden work. It also includes some of our most common birds and their economic relation to man.

Opportunity will be given to observe and help care for a school garden. In addition to the preparation of soil, laying off garden, planting and taking care of plants, other related manual activities will be emphasized, such as making envelopes for seeds, trellises for vines, boxes for plants, measuring sticks, labels, etc.; also how this work may be correlated with arithmetic and language, as measuring, making plans, ordering and finding the cost of seeds, etc.

Beautifying school grounds can not be participated in during one summer month, but plans and means may be discussed and made practical, such as selection of vines to give comfort and beauty; rooting of slips and setting out of hedges; care and distribution of trees; flowers best adapted to grounds and that give best returns for labor and expense.

PHYSICAL NATURE STUDY AND GEOGRAPHY.

Twenty periods the third summer.

This course will give opportunity for direct observation and study of natural forces of the world with which the child is familiar and of the physical life in which he is most interested. The emphasis will be upon means of getting first-hand knowledge and choice of material for observational study. Part of the work will be observation and discussion of illustrative lessons. Excursions appropriate to primary grades will be taken by the class and their uses with children discussed.

The educational purposes of nature study, its relation to other parts of the curriculum and to the life of the child, and sources of information for the teacher will be discussed along with beginning geography, both as a phase of nature study and as an outgrowth of the child's interest in the home and neighborhood activities. The practical problems of the members of the class will form a feature of the course.

DRAWING.

Twenty periods the third summer.

This course will be adapted to conditions where the teacher has

charge of two or more primary grades. It will give teachers practice in using crayola, pencils and water colors in making representative and artistic drawings. These drawings will be based on the children's experience in garden work, used as illustrations of poems and stories, and for designing artistic and useful objects in connection with the home.

This course will also give suggestions as to how paper cutting, clay modeling, and the use of native materials like fall seeds and leaves may be used as educative seat work in art.

TEACHING CHILDREN HOW TO STUDY.

Twenty periods the third summer.

This course will concern itself with a brief consideration of the nature and importance of study. Students will be led to improve their own habits of study; and special attention will be given to starting children in right habits of study.

McMurry's "How to Study and Teaching How to Study" will be used as a basis, and the question of how to make good study assignments will be one of the main topics.

PRACTICE TEACHING.

Twenty periods the third summer.

This course is intended to give the teacher opportunity for practical application of the principles she has studied in the selection of subject-matter and in methods of instruction in actual class-room work, under expert supervision. Lesson plans, discussions and criticisms of practice will form an important part of this work. The whole aim will be to enable the teacher to improve her own teaching, and this should be the outcome of both theory and experience.

COURSES LEADING TO THE SUMMER SCHOOL PROFESSIONAL CERTIFICATE FOR GRAMMAR GRADES.

FIRST SUMMER TERM.

Principles of Teaching, I.....	20	periods
Methods in Language, I.....	20	"
Methods in Civics and History, I.....	20	"
Methods in Geography, I.....	20	"
Methods in Arithmetic, I.....	20	"
†Songs and Games, I.....	20	"

SECOND SUMMER TERM.

Principles of Teaching, II.....	20	periods
Methods in Language, II.....	20	"
Methods in Civics and History, II.....	10	"
Methods in Geography, II.....	10	"

Methods in Arithmetic, II.....	20	"
†Songs and Games, II.....	20	"
And one of the following:		
Elementary Agriculture and School Gardening, III.....	20	"
Manual Training, II.....	20	"

THIRD SUMMER TERM.

Teaching How to Study, III.....	20	periods
Methods in Literature and Reading, III.....	20	"
Drawing, III.....	20	"
Hygiene, III.....	20	"
Practice Teaching or Advanced Observation, III.....	20	"
†Songs and Games, III.....	20	"

†Songs and Games will come late in the afternoon and will be made thoroughly recreative. This course is optional, but will be made very valuable.

PRINCIPLES OF TEACHING.

(Same as for Primary Course.)

METHODS IN LANGUAGE.

Twenty periods each term for the first two summers.

The purpose of this course is twofold:

I. To furnish teachers a basis for language work in the upper grades by suggesting type of available material and the best methods of presenting the same.

II. To consider the aim and function of grammar in the school curriculum and in the life of the individual pupil; also to give a thorough understanding of the difficult points in the study of this subject.

During the first term emphasis is put upon the importance of oral language and means of obtaining easy and correct expression, and of acquiring a language sense. Types of lessons to be taught; picture lessons, study and memorizing of poems, reproduction of stories with some dramatization, conversation lessons based on personal experience and subjects of current interest, together with the observance of special days, including the birthdays of noted people; usage drills, spelling and word study.

The work in grammar will consist of a study of the structure and analysis of sentences, with special attention to the complex sentence; verbs and verbals, making clear the use of the transitive verb with the copula with its complements and giving an adequate conception of tense and the subjunctive mode.

During the second term work in oral language is continued, but the importance of written work is emphasized. Different types of written work are studied, followed by some practice in composition writing; usage drill, spelling and word study continued, but more

advanced, with special attention to work in dictation for practice in the mechanics of writing. Study of the abstract noun, function of case, personal and relative pronouns, and comparison of adjectives.

METHODS IN CIVICS AND HISTORY.

Twenty periods for first summer, ten periods the second summer.

This course aims to take up the methods of teaching Civics and History which seem most valuable to the child and his world. Throughout the course civics is viewed from the standpoint of affording training in civic life, and of providing the necessary experience for the interpretation of past and current history.

The history is considered as furnishing illustrations of civic problems, as explaining the present and as providing vital material for the valuation of conduct and the appreciation of the heroic.

During the first term this course will consider the educational functions of civics and history in grammar grades, and take up especially those methods of teaching which pertain to vitalizing the subject-matter. Among the topics for discussion will be: the civic life of the home and school; the child as a citizen therein; dramatization as a means of teaching city, county, State, and national governments; current events and how to use them; relative values in the selection of subject-matter and the emphasis of details; related facts as opposed to isolated facts; industrial history; physical and industrial geography as determining history; maps, pictures, constructive work, and historical plays as aids to visualization; and correlation with literature.

References for material beyond the text will be given and a suggestive course in elementary civics outlined.

During the second term this course will consider the more mechanical phases of method. Special attention will be given to types of lessons and the purposes they serve, kinds and uses of questions, the written test, its values and dangers, teaching children how to study history and civic life.

The ethical possibilities and dangers in teaching these subjects will also be considered.

METHODS IN GEOGRAPHY.

Twenty periods the first summer.

Ten periods the second summer.

In this course a somewhat complete study will be made of the approved methods in teaching geography in the grammar grades. Such principles as the following will be analyzed and discussed: the place of geography in the school course; grading the child for geography; character of material; the selection of material; the presentation of material; geography types for the several grades; the psychological value of geography; the relationship between geog-

raphy and the basic sciences; history and geography; the causal notion in geography; the emphasis of the commercial and industrial side; geography excursions; incidental teaching; lesson plans; aids in teaching geography; the teacher's preparation; value of text; model lessons, etc. The text used will be McMurry's Special Method in Geography.

METHODS IN ARITHMETIC.

Twenty periods each term for the first two summers.

The aim of this course is to give practical help to the teacher of elementary arithmetic. The work of the first term begins with the fourth grade, but, for the purpose of unification, a part of this term's work will consist of a brief summary of the methods used in the first three grades. In addition to this, methods will be given for fourth grade work and fifth grade work through common fractions. Especial attention will be given to the arithmetical material which may be obtained from the interests and experiences of the pupils, and to the correlation of arithmetic with other topics—such as school gardening. Suggestions will be given for utilization of the number needs of the pupils to introduce and vitalize such subjects as column addition, multiplication tables, fractions, and elementary percentage.

During the second term arithmetic of the upper grades will be taken up, beginning with decimals. Consideration will be given to the practical and disciplinary values of arithmetic, as a basis for the selection of topics to be stressed. Business arithmetic will be related to the industrial and commercial life of the community and especial attention will be given to the correlation of agriculture and arithmetic.

SONGS AND GAMES.

Twenty periods each term for three summers.

This course consists of the selection and study of classic and standard rote songs adapted to the ability of upper grade pupils, presented with a view to securing excellent tone qualities and a more artistic rendition through the melodic interpretation of the text.

Rounds, catches and glees will be presented solely by imitation as an attractive method of securing part singing.

Singing games and folk dances, which typify more advanced stages of development than those of the primary course, will be given as a purely recreative feature.

The pageant as a factor in commemorating civic and historical events and the festival as the expression of an early folk life will be discussed. If time permits, one of the latter will be arranged and presented by students enrolled in the music course.

ELEMENTARY AGRICULTURE AND SCHOOL GARDENING.

Twenty periods the second summer.

The aim of this course is to train teachers to use the more simple phases of agriculture in school work. The teaching of elementary agriculture as a separate study in the grammar grades will be discussed with special reference to the use of the adopted book (Dugger's "Agriculture for Southern Schools"). Students will also be given access to other helpful books, such as "Agriculture for Beginners" and "Nature Study and Agriculture."

Opportunity will be given to observe and help care for a school garden. In addition to the preparation of the soil, laying off garden, planting and taking care of plants, other related manual activities will be emphasized, such as making envelopes for seed, trellises for vines, boxes for plants, measuring sticks, labels, etc. It will also be shown how this work may be correlated with arithmetic and language, as measuring, making plans, ordering and finding cost of seeds, etc.

Special attention will be given to those phases of the subject adapted to schools without school gardens and to all schools during the winter months.

The following are some typical topics: Selection of seed corn, testing seeds, importance of using best varieties and the best rotation where tobacco is raised. The value and uses of the Virginia and United States Agricultural Bulletins will be given special attention.

TEACHING CHILDREN HOW TO STUDY.

Twenty periods the third summer.

(Same as for Primary Course.)

METHODS IN LITERATURE AND READING.

Twenty periods the third summer.

The chief aim of this course is to enable the teacher to become a better teacher of reading; it will also give help in the teaching of the literary phases of good reading and selections.

The work outlined in reading for primary course will be studied as a basis for upper grade methods. Special attention will be given to the distinction between oral and silent reading. The importance of the teacher's being able to read well orally will be stressed; and teachers will be taught in improving their own oral expression. Suggestions will be given for selecting literature appropriate for study and reading in the respective grammar grades, and typical selections will be studied and read as part of the work of this class. The

term's work will include the teaching of at least one short poem, one long poem, one prose selection, and, if time permits, one simple novel.

Other topics are how to use the dictionary, special drill to correct bad habits of speech, the importance of correct standing position in reading and how to make good assignments for study.

DRAWING AND METHODS.

Twenty periods the third summer.

This suggestive course in drawing is based upon the Prang Course in Art Education. While the work is arranged from the academic standpoint, it is intended that methods of presenting the subject shall be considered throughout and a part of the time will be given to this phase of the work in connection with the lessons as they are taught.

The purpose of the course is to develop an appreciation of the beautiful and the ability to express this appreciation, and also to discover original power and encourage its expression in each pupil.

The following is a brief outline of the course:

I. *Landscape*.—Drawing landscape, including sky, foreground, distance, path, and objects of interest. Study many arrangements to learn correct space divisions. Work out these results in charcoal or pencil and water color, illustrating different seasons of the year and times of the day.

II. *Spray Compositions*.—Arrange studies of grasses, flowers, leaves, seed pods, or similar objects. With the finger select well-related enclosing forms. Draw the studies in different mediums and in different ways, such as accented pencil outline, and the beneficial effects of aesthetic influence upon mental tension.

How to improve the hygienic condition of school-room and school equipment will receive special attention.

PRACTICE TEACHING OR ADVANCED OBSERVATION.

Twenty periods the third summer.

(Same as for Primary Course.)

CALENDAR.

Monday, June 22nd—Dormitory opens.

Tuesday, June 23rd—Registration begins.

Wednesday, June 24th—Class work begins.

Tuesday, July 21st—Session closes.

Wednesday, July 22nd; Thursday, July 23rd, and Friday, July 24th, State examinations.

Teachers are urged to arrive Tuesday, June 23rd, in order to register and be ready for class work Wednesday, June 24th.

Teachers arriving by boat Monday, June 22nd, need not spend the night on the boat, but can come direct to the Dormitory if desired. The term consists of twenty teaching days.

STATE EXAMINATIONS.

The regular State examinations will be held at the school July 22nd, 23rd, and 24th.

The examinations will be held under the regulations of the State Board of Education. Examinations will be given on subjects required for the first, second and third grade certificates, and also on the work covered by the first, second and third summer's work for the Summer School certificate—primary grades and for the Summer School certificate—grammar grades.

TEXT BOOKS.

The text books used in the courses leading to the first, second and third grade certificates are as far as possible the books adopted for use in the public schools of the State.

The texts to be used in the Summer School Professional Course—primary and grammar grades have not in all cases been selected as yet, but will be the most approved modern texts on the several courses required.

Students should bring to the school such texts as they happen to have on the several subjects in the course they wish to take. Such other texts as may be needed can be purchased at the school.

Schedule of Lectures

HOUR	SUBJECT	ROOM	TEACHER
8:00	ASSEMBLY		
8:20	Primary Reading, I	1	Miss Stone
	Primary and Grammar Grade, Principles of Teaching II	3	Mr. Tyner
	Primary Drawing, III	19	Miss Hinman
	Grammar Grade Arithmetic, I	18	Mr. Guy
	Grammar, Physical Geography and Nature Study, III	16	Mr. Moore
	Grammar	4	Mr. Newton
	Civics	5	Mr. Alexander
	Reading	8	Miss Kerlin
	Virginia History	2	Miss LeCato
9:05	Primary Arithmetic, I	15	Mr. Hamlet
	Primary reading, II	1	Miss Stone
	Primary Teaching Children How to Study, III	3	Mr. Tyner
	Grammar Grade Geography, I	7	Mr. Chandler
	Grammar Grade Language, II	4	Mr. Newton
	Grammar Grade Hygiene, III	5	Miss Graves
	United States History	2	Miss LeCato
	Theory and Practice Auditorium		Mr. Edmondson
	Physical Geography	16	Mr. Moore
	Drawing	19	Miss Hinman
	Spelling	8	Miss Kerlin
9:50	Primary Language, I	1	Miss Stone
	Primary Arithmetic, II	8	Miss Kerlin
	Grammar Grade Language, I	4	Mr. Newton
	Grammar Grade Arithmetic, II	18	Mr. Guy
	Grammar Grade Teaching Children How to Study, III	3	Mr. Tyner
	Geography	7	Mr. Chandler
	Physiology and Hygiene	5	Mr. Alexander
	Arithmetic	15	Mr. Hamlet
	English History Auditorium		Mr. Edmondson
	Drawing	19	Miss Hinman
10:35	Primary and Grammar Grade Principles of Teaching, I	3	Mr. Tyner
	Primary Nature Study, II	16	Mr. Moore
	Primary Reading, III	1	Miss Stone
	Grammar Grade Geography, II	7	Mr. Chandler
	Grammar Grade Literature and Reading, III	8	Miss Kerlin
	English History Auditorium		Mr. Edmondson
	Arithmetic	15	Mr. Hamlet
	United States History	2	Miss LeCato
	Grammar	4	Mr. Newton
	Spelling	18	Mr. Guy

HOUR	SUBJECT	ROOM	TEACHER
11:20	Primary Songs and Games	Gymnasium	Miss Graves
	Grammar Grade History and Civics, I.	18	Mr. Guy
	Grammar Grade Agricultural Nature Study, II.	16	Mr. Moore
	Grammar Grade Practice Teaching, III.		
	Civics	5	Mr. Alexander
	Grammar	4	Mr. Newton
	Drawing	19	Miss Hinman
	United States History	2	Miss LeCato
	Algebra	15	Mr. Hamlet
12:05	Primary Language, II.	1	Miss Stone
	Primary Practice Teaching, III.		
	Grammar Grade Manual Training, II.	19	Miss Hinman
	Grammar Grade Songs and Games	Gymnasium	Miss Graves
	Physiology and Hygiene	5	Mr. Alexander
	Geography	7	Mr. Chandler
	Theory and Practice	Auditorium	Mr. Edmondson
12:50	Grammar Grade History and Civics, II.	18	Mr. Guy
	Grammar Grade Drawing, III.	19	Miss Hinman
	Virginia History.	2	Miss LeCato
	Theory and Practice	Auditorium	Mr. Edmondson
	Civics	5	Mr. Alexander
	Reading	8	Miss Kerlin
	Elementary Agriculture	16	Mr. Moore
	Arithmetic	15	Mr. Hamlet

